

2022

Gh>cgYd\İg'Df]a UfmGVXcc`

---

## About this report

---

St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with

---

## Message from key groups in our community

---

### Principal's Message

It has been wonderful to be able to have a normal year of learning for the students of St Joseph's in 2022. While we tentatively started the year with restrictions in place, our staff were

## Student Body Message

St Joseph's Wingham is a welcoming community, and we are like a big family. We may be small, but we are offered so many opportunities: sport, drama, STEM and pathways to extra learning. The teachers work very hard



they are welcome to be involved in the school through volunteering in the school canteen, at our Mother's and Father's Day stalls, at various school events, in individual classrooms and the Parent Engagement Group.

---

## Student Profile

---

### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
52	72	3	124

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2022 was 87.49%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
87.57	87.95	88.12	89.36	86.08	86.94	86.39





---

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	18
Number of full time teaching staff	6
Number of part time teaching staff	5
Number of non-teaching staff	7

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

Professional development courses occurred at the school level in the following areas: CPR, Anaphylaxis, Attachment and Trauma, Writing, Data analysis, NCCD, Learner Profiles, Religious Literacy and the new RE Curriculum. The school continued working in Professional Learning Teams with the major focus in numeracy and writing. The school attended a Regional Professional Learning Day focused on Aboriginal and Torres Strait Islander Education, titled Learning for Justice.

During 2022 work around the Leading Learning Collaborative continued, and staff undertook Professional Learning on the development of bump it up walls and student goal setting.

Staff partook in CSO run Professional Learning, many of these were online, in Learning Progressions, Impact Coaching, Noella McKenzie – Writing, Successful Foundations and The Catholic Educator.

---

## Catholic Identity and Mission

---

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the

In 2022 School staff participated in a retreat experience taking the opportunity to explore what it means to be a "Catholic Educator" prepared and presented by the RE & Spirituality team from the CSO. The retreat provided solitude and community, as well as the opportunity to reflect on intellectual, emotional and spiritual growth. Nurturing faith and personal spirituality is important in our role of developing a faith culture in our school. Shared prayer experiences are a natural extension of this and staff pray together regularly and with purpose. Staff also took part in professional learning focused on the importance of Religious Literacy as part of the CSO focus on this. The classroom teaching of Religion is derived from aims and outcomes set out in the Diocesan K-12 Religion syllabus. The syllabus is currently undergoing change and in 2022 a new Early Stage 1 curriculum was introduced. Teachers develop units of work

---

## Curriculum, Learning and Teaching

---

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

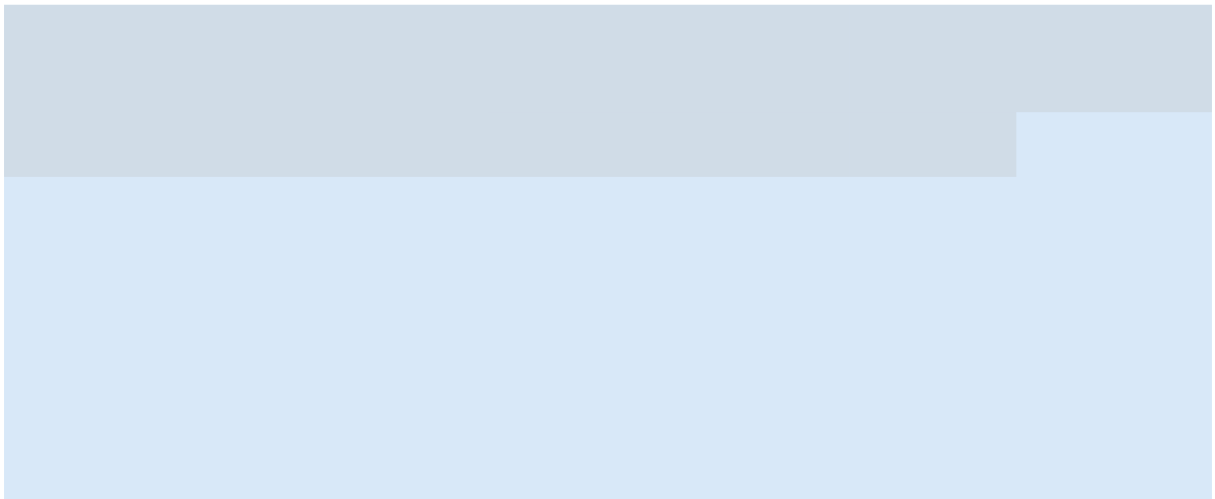
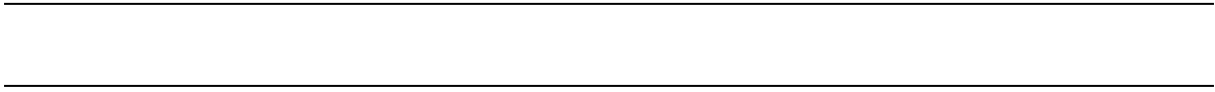
The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

At St Joseph's we value individuality and strive to develop a love of learning in each child, by providing students with opportunities to excel, in all areas of school life. As a school, we seek to provide a high-quality education in a safe, nurturing and inclusive environment. St Joseph's is proud to offer an engaging curriculum, that meets the needs of all learners and emphasises high expectation, in all Key Learning Areas. Students are supported and encouraged to achieve their full potential, in a learning environment that nurtures personal resilience and the development of positive skills, through a quality education. Education at St Joseph's is supported by modern resources including a bank of laptops, access to video conferencing and virtual classrooms. Teachers utilise available technology resources to provide engaging opportunities for students to access

Flexible Learning Groups continue to work across the school for the teaching of the number strand of Mathematics. The Primary structure for groupings was reviewed and students will move to stage based group structures for 2023.

Creative Arts is a curriculum area that is recognised as a strength at St Joseph's. All students are provided with opportunities to discover, strengthen and express their creative abilities through Music, Drama and Visual Arts. This year we returned to the Manning Entertainment Centre to showcase our school's talent in these areas with all classes presenting a play in Joey's Annual Festival of Arts.

Along with this, the school continues to work in line with the school improvement continuum for Curriculum Focus Days, with Mathematics, Religion and PDHPE the focus for 2022. These Focus Days allow teachers to ensure that they are providing an engaging and high-quality compliant delivery of the curriculum.









and environmental issues. We acknowledge our responsibility to be stewards of our earth and all of God's creation. Sustainability of resources means responsible management, care of the environment and a system of operation that is designed to enhance the future wellbeing of the planet



implement formation opportunities. The 2023 SIP goal is by the end of 2023 the school will implement three different student formation opportunities focusing on Stage 3.

The school has identified through the external review process that there is a need to continue to build high expectations for learning by ensuring that all staff engage in effective evidence based pedagogical practice to build and maintain consistent high expectations for student learning. Staff will be engaging in the Leading Learning Collaborative and undertake Professional Learning in this work as well as continued Professional learning in the science of reading. The main goal being that by the end of 2023 all students will show growth in reading fluency and comprehension as evidenced by the Acadience Growth Points.

---

## Community Satisfaction

---

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

During 2022 parents were surveyed electronically using the Tell Them From Me platform. Parents were asked a number of questions to gather information around feeling welcome, inclusiveness, safety, positive behaviour, learning at school and being informed. Overall, the parent responses demonstrated positive feedback regarding the above areas. It is important to note that the school did not receive as many responses as hoped.

Parents were also given the opportunity to participate in the external review and provide the panel with feedback on the school.

Parents noted that the staff were professional and provided a nurturing and high-quality education for students. They commented that our staff were caring, supporting, and provided a safe place for their children to come to school.

Parents demonstrated that there were positive



---

## Financial Statement

---

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,053,873
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$600,994
Fees and Private Income <sup>4</sup>	\$237,535
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$87,943
<b>Total Income</b>	<b>\$2,980,345</b>

Recurrent and Capital Expenditure 2022	
Capital Expenditure <sup>6</sup>	\$37,114
Salaries and Related Expenses <sup>7</sup>	\$2,092,184
Non-Salary Expenses <sup>8</sup>	\$769,177
<b>Total Expenditure</b>	<b>\$2,898,475</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

